Leonora District High School

Business Plan

2019 to 2021

OUR VISION

Our priority is to develop positive relationships with students to ensure they become confident, well-balanced, lifelong learners. We listen to parents and community members in order to know what issues our students face, and what they want for their children's future. In creating and maintaining a collaborative environment, we are able to work together to achieve a common goal – that the academic, physical and social-emotional needs of our students, and community, are met.

We believe interesting and relevant learning experiences are vital to student engagement. We tailor programs to individual interests and learning styles, giving our students the support and opportunities they need to succeed. Our programs integrate the teaching of skills and knowledge relevant to life in Leonora with mandated Western Australian curriculum, so students receive both a practical and holistic education. Students learn to think critically and actively about the world they live in.

To ensure our learning programs remain effective and relevant we continually collect data from a range of culturally appropriate assessments. We involve key stakeholders and parents in the evaluation process in order to gain valuable insight into the needs of our students and to inform our future teaching and learning. We continually reflect on how we can improve to ensure success of our students.

Staff at Leonora DHS apply a consistent approach to behaviour management throughout the whole school to maintain the safety and wellbeing of all students and staff. We set realistic, clear and concise expectations and consequences of behaviour.

Leonora DHS is a community that values respect for ourselves and each other, and appreciates the differences amongst us. We work hard to build and develop positive and productive relationships. We are a community that cares about the success of all students, be it academic, physical, social or emotional. **We care, We Succeed**.

OUR CORE VALUES

We value each other

We show respect to all

We build resilience in each other

We care

We value each other's cultural heritage

We have fun

Context

Leonora District High School is an Independent Public School located in the remote mining community of Leonora which is 840 kms north-east of Perth in Western Australia on the traditional lands of the Wangkatja people. It has an enrolment of 97 students, of whom 73% are Aboriginal and Torres Strait Islander.

Through Positive Behaviour Support (PBS) we have established our behaviour expectations: Consider, Achieve, Respect, Engage. The implementation of PBS has been pivotal in creating a safe and orderly learning environment acknowledged by the Public School Review Team in term 1, 2019.

Considerable attention has been given to ensure we provide engaging and relevant programs for our students. Some of these programs include On-Country Science, Stephanie Alexander Kitchen Garden, Digital Technologies and Big Picture Education.

This development of this Business plan has been a collaborative effort involving staff, parents and school board. Together we have developed the strategic direction for the future that will support our students to be successful learners who have pride in themselves and their community. The plan forms part of a suite of documents including operational plans, the workforce plan and the Delivery and Performance Agreement. The targets and milestones contained in this plan indicate the level of progress towards achieving our four priority areas:

1. **High Expectations High Performance**
2. **High Quality Teaching**
3. **Safe and Supportive Learning Environment**
4. **Community Relationships**

TARGETS

Attendance

Increase students attending regularly (90% or more) from 18% in 2018 to 24% by the end of 2021.

Reduce the number of unexplained absences.

Continue the downward trend of suspensions.

On-Entry

Increase percentage of Pre-Primary – Year 2 students reaching recommended end of year points.

Reading

In reading, 80% of students identified in the operational plan will have reached their reading age by 2021

By 2021, in reading, increase the percentage of students at or above their reading age from 18.5% to 40%.

Mathematics

In Mathematics, 80% of students identified in the operational plans will increase their percentile in PAT-m by 20%.

1. High Expectations High Performance

Objectives	Strategies	Milestones
The environment reflects high performance culture	- CARE behaviour expectations displayed in all learning environments - Use behaviour data to inform teaching of expected behaviours - Whole school approach to interactive classroom displays - Implement songline and songline expectation checklist for a text rich environment - Continue improvement of school grounds	- Behaviour expectations are embedded – students and staff use the language - Songlines are displayed and all classrooms reflect expectations - Kindergarten/Pre-Primary sandpit and nature playground installed
Attendance	- Display signage to encourage school attendance - Develop an attendance team with clear roles and responsibilities - Provide incentives to encourage students to return to school at the start of the new school year - Reward system that acknowledges students who achieve attendance 90% and above each term - Reward system that acknowledges improved attendance each term	- Sign "it's not OK to stay away" on school site and in community - Team in place and roles and responsibilities are followed - Improved attendance in the first two weeks of term 1 - Students are acknowledged and rewards are given at the end of each term
Focus on student achievement	- Develop IEPs that reflect the student's needs - implement Early Intervention Strategy (EIS) linked to IEPs - Allocate FTE to support EIS - Engage students in self-reflection and goal setting - Set up a system that celebrates student success	- Students set realistic goals - Systems have been developed to celebrate student achievement and all staff are using

Objectives	Strategies	Milestones
Strong Governance	• develop responsive, sustainable, strong and capable governance for now and into the future • Develop a workforce plan that documents short and long term changes in staffing, leadership succession and allocation of human resources to priority areas • School self-assessment indicators guide resource planning and are allocated to identify future planning • Transition from school council to school board • Planning is strategic and connected – there is alignment between Business Plan, underlying operational plans and school self-assessment schedule • Staff contribute to the annual review of operational plans setting future direction	• Workforce plan for 2019 - 2021 developed and presented to School Board annually for review • School Board established • Plans developed and links clear • Electronic School Assessment Tool (ESAT) used to record whole school self-reflection • Financial plan supports the current school priority areas outlined in Business plan

2. High Quality Teaching

Objectives	Strategies	Milestones
To ensure whole school approaches are embedded	• Continue to develop the Leonora Songlines which outline the Leonora Whole School Approaches • Provide PL for whole school approaches • Provide lead teachers to support staff in whole school approaches • Identify and implement a whole school approach for numeracy	• Staff use whole school approaches outlined in the Leonora Songlines • Whole school approaches are visible in all classrooms • Lead teachers for letters and sounds, talk for writing and two-way science are being utilised • Whole school numeracy strategy in place
Use Data to inform and enhance teaching	• Continue to refine whole school process for systematic collection of data sets to accurately assess student progress • PL in effective interrogation of data • On-Entry data used to plan progression of literacy and numeracy • Implement Brightpath for moderation in writing. • Provide PL on Brightpath	• Assessment schedule developed and being adhered to • Staff use a disciplined dialogue process to interrogate data to identify student and school targets and develop improvement plans • Staff are familiar with on-entry data and use it to inform planning • Brightpaths is used to moderate writing

Objectives	Strategies	Milestones
High levels of collaboration and peer mentoring within school and network	• Phase of learning and collegiate meetings scheduled • Staff interact and collaborate with network through connect and face to face meetings	• Staff engage in Phase of learning and collegiate meetings • Schedule of topics for meetings is established for timetabled meetings • Collaboration and consultation occurs on a regular basis • Staff are proficient at contributing to network discussion through connect
Aboriginal traditional and cultural knowledge is linked to the curriculum	• Allocate FTE to Two-Way Science leader and Cultural Advisor • Develop clear guidelines and roles and responsibilities for all staff in two-way science	• Classroom reflects two-way science • guidelines, roles and responsibilities have been developed and are adhered to • all classes go on-country twice each term
Big Picture Education	• Big Picture professional learning for BPE staff • BPE induction for all staff • Develop Leonora BPE Big Commitment and Songlines • Principal and project coordinator meet once each week • Advisory staff engage in BPE network • Utilise BPE coach – make contact fortnightly • NCN network – staff attend meetings and use connect • BPE – Parents and family participate in the development of their child's learning plan • Develop a transition plan for year 5 and 6 students	• All BPE staff have completed foundation training • LDHS staff are familiar with the LDHS BPE songlines • LDHS Big Commitment and Songlines is completed • All students engaged in elements of design outlined in LDHS songlines • Family and community participate in advisory activities • LDHS Big Commitment is Year 5 and 6 students participate in transition program

Objectives	Strategies	Milestones
Whole School Reflective Practice Ethos	• Engage Staff in developing Reflective Practitioner System Structures • Provide PL to support development of reflective practice • Provide PL for classroom observation and effective feedback • Develop a bank of feedback strategies • Provide opportunities for sharing success • Collaborative DOTT has reflective practice focus – sharing reflections/feedback • Develop a description of the characteristics of a reflective practitioner. • Develop systems and structures for reflective practice	• LDHS characteristics of a reflective practitioner described • Systems and structures in place for reflective practice e.g. peer observation and feedback • Staff actively engaged in giving and receiving feedback • Staff have and use a reflective journal • Staff use swivel • Staff utilise feedback to inform reflection in performance development • 'yoga' and ten-minute presentation at the end of each term all staff

3. Safe and Supportive Learning Environment

Objectives	Strategies	Milestones
A robust induction process for all staff	• Review current induction processes • Develop a transiency toolkit informed by staff	• Induction processes have been developed and implemented • Induction process reflected on and modified based on feedback from inductees and staff reflections • Transiency toolkit developed to support induction process
Positive Behaviour Support	• Maintain PBS team using current system structures • Processes continue to evolve based on school needs • New signage reflecting PBS behaviours	• PBS team in place • New signage visible in school • Lessons for all expected behaviour are written and are being used • Videos produced to teach expected behaviours

Objectives	Strategies	Milestones
Health and wellbeing	• Establish staff health and wellbeing team led by school psychologist • Identify tool for measuring staff health and wellbeing as a baseline • Review using staff feedback and psychological hazard risk assessment • Implement whole school health and wellbeing program Mind-Up • Provide PL for Mind-Up • PBS team identify appropriate programs to cater for Tier 3 students • Lunch Program	• Staff wellbeing committee established • Baseline data for staff health and wellbeing established • Psychological risks identified and strategies implemented to reduce them • Wellbeing committee for students established • Students health and wellbeing committee monitors implemented programs • Staff completed PL mind-up • Mind-up implemented • Program for tier 3 students in place

4. Community Relationships

Objectives	Strategies	Milestones
Respectful working relationships exist between staff, students and families	• Establish a Public Relations team • Develop a Public Relations plan – with roles and responsibilities defined • Design and implement a community development plan • Develop a process for contacting parents with regards to class/school events communication • Develop systems to celebrate success: Applause Applause Wall, certificates • Update present website	• Parent and community involvement within the school has increased • Staff communicate regularly with parents and families about their child's progress • Students are aware of their achievements • PR plan developed and adhered to • Systems are in place to gather and share positives/achievements • Website is updated regularly
Respectful and productive working relationship with the wider community and interagencies	• Build and maintain positive and productive interagency collaboration • Engage community in rebranding process • Shooting stars • Adopt-a-cop	• Successful initiatives or programs are in place as a result of interagency/community support • Rebranding completed and launched • Increased community participation in netball games and the Shooting Stars program • Interagencies are actively engaged with the school